

# Henry Maynard Infants' School

## Inspection report

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<b>Unique Reference Number</b>	103070
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	308208
<b>Inspection date</b>	2 December 2008
<b>Reporting inspector</b>	Steven Hill

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	378
Government funded early education provision for children aged 3 to the end of the EYFS	141
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Siobhan Walsh
<b>Headteacher</b>	Mrs Elaine Smith
<b>Date of previous school inspection</b>	20 September 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Maynard Road Walthamstow London E17 9JE
<b>Telephone number</b>	020 8520 3042
<b>Fax number</b>	020 8520 2241

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of academic guidance and support on pupils' achievement
- the provision in the Early Years Foundation Stage (EYFS)
- pupils' personal development and well-being, particularly their behaviour, attitudes and relationships.

Evidence was gathered from:

- observations of lessons and break times
- discussions with school staff, the chair of governors and pupils
- the school's documentation, particularly records of pupils' progress
- questionnaires returned by parents.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a very large infant school with a Nursery. The younger children in the EYFS are provided for on a part-time basis in the Nursery. Older children in the EYFS start in one of several Reception classes either in the September or January before their fifth birthday, depending on their ages. Pupils come from a wide range of ethnic backgrounds, the largest groups being of Pakistani or White British origin, with significant numbers from a wide range of other backgrounds including other White, Black African, other Asian or mixed backgrounds. Over half the pupils have a mother tongue other than English, with many at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. The school is very much involved in the school-based initial training of teachers, and often has a number of trainees in school. The school has a Healthy Schools award, an International School award, Investors in People (IiP) status, and has three times received the Basic Skills Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils' achievement and personal development are excellent. Pupils thoroughly enjoy their time in this happy and racially harmonious community. They have extremely good relationships with each other and with staff, and their behaviour is very good. Boys and girls from different ethnic backgrounds work and play together happily and all make excellent progress.

Pupils feel safe in school and show, by their actions and in discussion, a very good understanding of how to keep themselves and others safe. The consistent emphasis by staff on consideration for others, and on showing care and respect for everyone, is very effective. As a result, pupils' spiritual, moral, social and cultural development is excellent. They are kind, considerate, friendly and respectful of other people's ideas and cultures. The school works very successfully to draw on the pupils' wide range of backgrounds and cultures to enhance their understanding of differences and of common values. This is a strong element in the school's good contribution to community cohesion. Pupils themselves make a good contribution to the community, particularly through their work in the school council, in contributing their ideas to influence the life of the school. Pupils have an extremely good understanding of healthy lifestyles, and are particularly keen on physical activity.

Pupils are very confident that any problems that do arise will quickly be sorted out. Staff deal very calmly and sensitively with pupils who are upset or whose behaviour lapses. The work of the learning mentors makes an immense contribution to this, and to all aspects of pupils' personal development. This is true both in their working directly with pupils, and in liaising with parents and others within and beyond the school. This work promotes the positive social and emotional development of all pupils, including any who are particularly vulnerable. In turn, this supports their academic achievement, so that all pupils are able to make the same high levels of progress.

Children start in the school with attainment that varies widely, but which overall is below that expected for children of their age. They make rapid progress throughout their time in the school, to reach standards that are above average by the end of Year 2. The overall standards attained, in comparison with pupils in similar circumstances nationally, are exceptionally high. Pupils' attainment in reading is a particular strength. Standards have risen year by year from a broadly average level in 2004, and results in 2008 were significantly above the national average in reading, writing and mathematics. A notable feature of the results was the fact that, despite the high proportion of pupils with learning difficulties, very few did not reach the expected level for their age. Although relatively few pupils start in the school with high attainment, these pupils also do very well, and the proportion of pupils who gain the higher levels in national assessments at Year 2 is slightly above average. The school has set ambitious targets to raise this proportion next year, particularly in writing.

Pupils' high achievement stems from consistently good teaching, an interesting and improving curriculum, but most of all from the exceptionally good academic support and guidance provided.

A common approach to teaching ensures a smooth transition from class to class. This has been driven by the regular monitoring of lessons, and a consistent method of planning. The work of the new year-leaders for each age group has been extremely successful in sharing expertise and good practice, ensuring a consistency in approach and quality. The high priority placed by all staff on maintaining excellent relationships with the pupils, along with clear expectations

and settled routines, means that lessons are orderly and productive. Pupils settle quickly to work and, because they like and respect their teachers, are keen to please them by working hard and behaving very well. A strong emphasis is placed on speaking and listening, which successfully supports learning in a variety of subjects. In particular, the regular opportunity for pupils to share their ideas in pairs builds up their understanding and confidence, and they enjoy contributing their suggestions to lessons. Teachers are very skilled at matching work to pupils' different needs, so that everyone makes at least good progress, regardless of their ability.

The school has worked successfully to improve the curriculum by linking work in different subjects, making learning more meaningful and interesting for pupils. Teachers are currently working on the 'creative curriculum' to extend and improve this approach by providing more exciting lessons that build on pupils' interests. This has already contributed to improvements in achievement, particularly for boys. The curriculum is enhanced by a very good range of visits out, interesting themed weeks, and visitors to the school. The range of extra-curricular activities is very good for an infant school, and these are extremely popular with pupils.

One of the school's greatest strengths is the way in which the achievement of pupils is tracked and effective action is then taken to ensure that they are helped to make better progress. This is done both formally, with regular meetings between staff to consider how well everyone is doing, and through the daily monitoring of pupils' progress by teachers and support staff. Pupils' needs as individuals are known very well, and are addressed very effectively. The inclusion manager leads a strong team of support assistants to tailor any help to the specific needs of individuals and groups. Regular and frequent help is provided out of the classroom to pupils with the higher levels of need, and many make exceptional progress because of this. Within the class, the skilled teaching assistants also provide carefully devised help to other pupils who might be struggling. Reading support is particularly strong, partly through the 'fifteen minutes a day' individual help provided by a variety of staff, trainee teachers, parents and other volunteers. The provision of individual help through a 'reading recovery' programme is very effective in helping the tiny minority of pupils still struggling with reading to make up lost ground. The result is that virtually all pupils reach the expected level by the end of Year 2. A series of extra, challenging activities for higher-attaining pupils helps ensure that they also do well.

Underpinning all the school's many strengths are outstanding leadership and management. Excellent self-evaluation, based on rigorous monitoring of provision and the thorough tracking and support of pupils' progress, gives a very clear picture of strengths and areas that could improve. The school's high involvement in training new teachers leads to a reflective approach, and up-to-date practice that continually evolves. Strong teamwork from all staff, and the involvement of everyone in development planning, are key features of the many improvements that are made. There is a complete lack of complacency, and the school has ambitious plans to move forward on a variety of fronts to improve provision and outcomes for pupils in the next few years. The governors know the school well and are increasingly effective in acting as 'critical friends' in holding the school to account. Very strong leadership from the headteacher is very effectively supported by the year-group leaders, and the two senior members of staff currently acting as deputy headteachers. This provides an excellent basis for continuing improvement in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The many strengths of the main school apply equally to the EYFS. Children are happy and relaxed, enjoying their play and throwing themselves enthusiastically into their learning. Both Nursery and Reception classes make very good use of the outdoor areas to extend children's learning. There is an excellent balance between activities directed by adults and those chosen by children. The activities provided are varied, strongly practically based and children find them stimulating and exciting. As a result, they are completely engaged in their learning, whether digging in the garden, experimenting with mark making, writing letters to Father Christmas, or directing their teacher to play the role of a 'wicked witch'. Adult-directed activities are well planned to match children's needs and interests. More and more, the adults plan learning experiences in response to their careful tracking of children's progress and their own interests and ideas. Staff are particularly skilled in intervening in children's play to draw out their ideas, and to extend their thinking and speaking skills. As a result, children get off to a flying start with their learning and, from a low base, generally exceed the standards usually found for their age by the end of Reception.

### **What the school should do to improve further**

Although the school has no major issues for improvement, inspectors agree that it should implement the ambitious school development plan, in particular:

- by raising the proportion of pupils who attain the higher levels by the end of Year 2, especially in writing
- by enhancing the 'creative curriculum' so that teachers make lessons more exciting.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 December 2008

Dear Pupils

Inspection of Henry Maynard Infants' School, London, E17 9JE

Thank you very much for all your help when my friend Mr Khaldi and I visited your school. We enjoyed talking to you and seeing how hard you work in lessons. It was a great pleasure to meet such friendly, happy and sensible children. You told us that you enjoy school and we could see why. We think that your school is outstanding. This means that there are lots of really good things about it - too many to fit in this letter! These are what we think are the most important.

- You are all making excellent progress.
- Your teachers are good at helping you learn and give you interesting things to do.
- The adults are especially good at checking how well you are doing and making sure you get extra help if you need it.
- You are very well behaved, get along extremely well with each other and try very hard with your work.
- The adults are good at organising the school and are always keen to make things better.

Even a school as good as yours can always improve, and the adults have made plans to do this. We have agreed with them that these are a good idea, and they should go ahead with them. They are particularly keen to make lessons more exciting, and to help even more pupils to get to high standards in writing by the end of Year 2. You can help them by carrying on with your excellent behaviour and with your hard work, particularly with your writing.

Thank you again for all your help.

Yours faithfully

Steven Hill

Lead Inspector